Using ASSIST to Address KBE CCR Goals in CSIP/CDIP

GOAL

 Increase the percentage of students who are collegeand-career ready from 24% to 68% by 2015

OBJECTIVE

- --%
- By May of 2014, Sample High School will have 70% of students CCR as measured by the Unbridled Learning Formula

STRATEGY

- Targeted Interventions
- Persistence to Graduation
- Course & Assessment Alignment
- Career Readiness Pathways
- Acceleration
- College & Career Advising
- Raising Compulsory Attendance

Activity Activities below are suggested by Office of Career & Technical Education (OCTE)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsibilities
Develop, promote, and implement Operation Preparation for 8th and 10th grade students (Strategy: College and Career Advising)	Career Preparation/ Orientation	10/1/2013	6/1/2014	Three to five months of planning time \$0	Perkins	District personnel to coordinate business volunteers; All school staff
Provide planning time for the development of career pathways for each CTE program available with the school (Strategy: Career Readiness Pathways)	Career Preparation/ Orientation	8/1/2013	6/30/2014	Pathway examples and toolkit on KDE website \$0	N/A	CTE Principals and Teachers, Postsecondary Partners, and Industry Representatives

Provide professional development for middle and high school counselors on the 16 National Career Clusters and KY Career Pathways (Strategy: Career Readiness Pathways, College & Career Advising)	Career Preparation/ Orientation	8/1/2013	6/30/2014	KDE Webinar, OCTE Staff, and printed materials (including purchased items from KDE bookstore)	School funds	Principals; Teachers; Middle & High School Counselors
Review and update industry certifications available to preparatory students (Strategy: Career Readiness Pathways, College & Career Advising)	Career Preparation/ Orientation	8/1/2013	6/30/2014	\$0	N/A	OCTE Staff; Submissions by school staff and business/industry
Develop formative/interim assessments for each CTE program to determine chances of success on KOSSA, Work Keys and Industry Certification assessments (Strategy: Course and Assessment Alignment)	Career Preparation/ Orientation	8/1/2012	6/30/2015	\$30,000	Perkins OCTE Funds	OCTE Staff; CTE Teachers; Industry Representatives
Provide students with practice opportunities for the Work Keys assessments (Strategy: Targeted Interventions)	Career Preparation/ Orientation	8/1/2013	6/30/2014	\$5,000	Local school funds; Business support	Local Office of Employment and Training; CTE Principals and Teachers; Adult Education
Provide professional development training on the college and career readiness measure particularly on the calculation of the .5 bonus pointtarget audience would include high school and middle school counselors, teachers and administrators, local school boards, and	Professional Learning	8/1/2013	6/30/2014	\$1,000	Local school funds	CTE Principals and Counselors

community agencies (Strategy: Professional Development)						
Utilize curriculum maps aligned with KOSSA and common core standards (Strategy: Course and Assessment Alignment)	Policy and Process	8/1/2013	6/30/2014	\$0	N/A	Teachers
Utilize common core standards and career and technical standards in lesson plans and curriculum maps (Strategy: Course and Assessment Alignment)	Policy and Process	8/1/2013	6/30/2014	\$0	N/A	CTE Curriculum Consultants; CTE Teachers
Organize a program advisory committee for CTE programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification (Strategy: Course and Assessment Alignment, Career Pathways)	Professional Learning		Implement 2013-2014	Planning time and staff	Perkins	CTE Principals and CTE Staff
Identify and implement remediation strategies for students not meeting Work Keys or ASVAB benchmarks (Strategy: Targeted Interventions)	Academic Support	8/1/2013	9/1/2014	Time for remediation	Curriculum Funds	CTE Principals and CTE Staff
Implement Project Lead the Way into the CTE curriculum (Strategy: Career Pathways)	Policy and Process		Implement 2013 – 2014 school year	Planning time; Cost of equipment and training	Perkins Funds	Principals; PLTW instructor
Implement career academies (NAF) (Strategy: Career Pathways)	Policy and Process		Implement 2013-2014 school year	Planning and professional development time	Perkins	Principals and select staff members

Align CTE curriculum with KOSSA, industry certification standards and common core standards (Strategy: Course and Assessment Alignment)	Policy and Process	8/1/2013	9/1/2014	Three days of planning	Perkins	CTE Staff
Increase opportunities for dual and articulated credit through CTE programs (i.e., Murray State University Racer Academy for agriculture, Informatics, and the statewide dual credit agreement with KCTCS) (Strategy: Course and Assessment Alignment, Career Pathways)	Policy and Process		Implement 2013-2014 school year	Planning time	PD funds; Perkins funds	CTE Staff; Post-secondary Staff
Establish a college day where all students (P-12) wear college shirts and a career day where all students (P-12) dress in a career related to their ILP career choice (Strategy: College and Career Advising)	Policy and Process	8/1/2012	6/30/2013	\$0	N/A	Local School Districts
Activities below are suggested by Office of Next Generation Learners (ONGL)						
Counselors and leadership in middle and high school will advise students and parents of Early Graduation pathway (Strategy: Early Graduation)	Policy and Process SB 61	12/2013	6/30/2015	KDE staff - ONGL	\$0	Facilitate communication about reg. and options for students.
School administration (and other staff as desired) reviews academic assessment data and behavioral data, as well as ILP data, to	Preparation/ Orientation	7/1/13	6/1/2014	Planning and review time	N/A	Review assessment data, behavioral data, ILP data

determine areas of need for students in the areas of college and career readiness advising. (Strategy: College and Career Advising)						
School administration (and other staff as desired) review The Advising Toolkit, and other resources related to advising, on the KDE website to help determine the model for comprehensive school advising that best meets the needs of the students. The school collaborates with the community and parents on establishing and implementing the model. (Strategy: College and Career Advising)	Preparation/ Orientation Parent/ Community Communication	7/1/13	7/30/13	Planning and review time	N/A	Review resources to determine (or revise) school advising model
School administrators set clear, measurable, expectations for the advising program. Clear expectations are also established for ILP usage, beyond basic compliance. (Strategy: College and Career Advising)	Preparation/ Communication	7/1/13	6/30/2014	\$0	N/A	School administrators convey vision/ expectations
School administration (and other staff as desired) develops a plan for implementing Operation Preparation in the school. School contact recruits volunteers. (Strategy: College and Career Advising)	Career Preparation/ Orientation	8/1/2013	6/30/2014	Planning Time \$0	N/A	District personnel to coordinate business volunteers; All school staff
School administration regularly evaluates the college and career readiness advising programs and	Preparation/ Communication	7/1/13	6/30/2014	\$0	N/A	School administrators evaluates and communicates areas for improvement

establishes areas for improvement. (Strategy: College and Career Advising)						
School review EPAS related data, makes instructional decisions based on large areas of student needs, and creates a list of students who did not meet benchmarks on the EXPLORE, PLAN, or ACT. (Strategy: Targeted Interventions)	Preparation/ Orientation	6/1/2013	7/1/13	Planning time	N/A	Review EPAS assessment data
School determines scheduling options for providing targeted transitional interventions to students (intervention period, intervention classes, out-of-school-time intervention, etc.) and determine which to implement to best meet student needs (not all students need a full course option and not all students should be put into the same option-target student need, flexibly group according to points from goal). (Strategy: Targeted Interventions)	Preparation/ Orientation	6/1/2013	7/1/2013	Planning Time	N/A	Consider and Determine scheduling options
School determines transitional intervention curriculum/material (see KDE website, search box "transitional courses" for more information). (Strategy: Targeted Interventions)	Preparation/ Orientation	6/1/3013	7/1/2013	Planning Time	N/A	Consider and determine curriculum options

School determines staffing for the interventions, notifies parents of need for transitional interventions, and schedules students into intervention services. School provides training opportunities for staff that will be providing interventions. (Strategy: Targeted Interventions)	Preparation/ Orientation Professional Learning	7/1/2013	7/30/2013	Planning and professional development time	Postage if communication is mailed to parents	Engage with Professional Learning Opportunities online/ offered through KDE
School determines process for monitoring student progress. A diagnostic assessment should be utilizes to target specific areas of need for a student and set learning targets that student needs to master prior to exiting the intervention. (Strategy: Targeted Interventions)	Preparation/ Orientation	8/1/13	8/30/13	Planning Time	\$ for diagnostic screener if one is not already utilized (some no-cost options exist)	Determine progress monitoring tools/ process
School SBDM Councils consider policy that would address acceleration strategies for students in the building. (Strategy: AP)	Policy	ongoing		\$0		SBDM
Schools analyze their past Advance Placement data to determine student access to AP. (Strategy: AP)	Policy and Process	8/15/2013	1/15/2014	\$0		Principals, Counselors
Schools examine previous performance on AP exams.	Policy and Process	8/15/2013	1/15/2014	\$0		Principals, Counselors, Teachers

(Strategy: AP)						
Schools examine the <i>Elements of Success</i> from the National Math and Science Initiative and the best-practice guidance from Advance KY to implement in their school program (teacher training, vertical team meetings, out of school time study sessions, open enrollment, etc.). (Strategy: AP)	Policy, Process, Professional Learning	8/15/2013	6/30/2014	\$0		Principals, Counselors, Teachers
Schools commit to teacher training through attendance to the AP Summer Institute Training, and possibly Laying the Foundation Training, for AP teachers, and others. (Strategy: AP)	Professional Learning	8/15/2013	6/30/2014	\$0		Principals, Teachers
Teachers implement and deliver AP curriculum for specific courses. (Strategy: AP)	Process, Professional Learning	8/15/2013	6/30/2014	\$0		Teachers
Schools consider peer teaching review for AP teachers, to enhance rigor and refine teaching and learning practices. (Strategy: AP)	Professional Learning	8/15/2013	6/30/2014	\$0		Teachers, Principals
Students take AP exams in the spring. Schools examine score reports to determine program improvements. (Strategy: AP)	Process, Policy	5/5/2014	5/16/2014	Unknown	AP Test Fee Federal Grant for low-income students	Counselors, Teachers, Students

1.	Select a leadership team to	Policy and	Implement	*Planning/teamin	*SB 97 grant	*DPP and select district
	 a. train and become 	Process	2013-2014	g and professional	(applies to	personnel
	familiar with PTGT		school year	development time	grantees only)	
	tool to include			1	,,	*Principals and select
	understanding and			*Tool and Toolkit	*local funds	staff members
	analyzing risk value			webpages on KDE	10001101100	
	scores, calculations,			website		
	and indicators;			Webbite		
	b. build plan for using it			\$0		
	with students to			Ψ0		
	include bank of					
	interventions					
	appropriate to risk					
	value score of					
	student based on					
	impact of indicators					
	on score					
2.	School runs the CSV report					
	and the leadership team					
	comes together to review the					
	list of students who are					
	identified and determine					
	interventions for those					
	students.					
3.	Team works with teachers,					
	parents and other					
	stakeholders in					
	implementing and					
	monitoring interventions					
4.	Use the ILP and CIITS to					
	capture evidence of					
	interventions for specific					
	students					
5.	Team determines					
	a. plan for running					
	subsequent PtGT					
	reports to include					
	BOY/EOY CSV report;					
	b. who will have access					
	to CSV and PDF					
	report;					
	c. when each type of					
	report is appropriate					
	d. bank of appropriate					
	interventions					

available to place			
available to place			
students in who are			
determined to be off-			
track for promotion			
or on-time			
graduation			
e. methods and venues			
of training			
(Strategy: Persistence to			
Graduation)			
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